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Additional Counsel on next page

UNITED STATES DISTRICT COURT
CENTRAL DISTRICT OF CALIFORNIA

MS. J.P., MS. J.O., AND MS. R.M., on
behalf of themselves and all others
similarly situated,

Plaintiffs,

v.

JEFFERSON B. SESSIONS III,
ATTORNEY GENERAL OF THE
UNITED STATES; KIRSTJEN
NIELSEN, SECRETARY OF
HOMELAND SECURITY; U.S.
DEPARTMENT OF HOMELAND
SECURITY, AND ITS SUBORDINATE
ENTITIES; U.S. IMMIGRATION AND
CUSTOMS ENFORCEMENT; U.S.

Case No. 2:18-cv-06081-JAK-SK

**EXPERT DECLARATION OF
MARLEEN WONG (DKT NO. 1-16)**

1 CUSTOMS AND BORDER
2 PROTECTION; ALEX M. AZAR II,
3 SECRETARY OF HEALTH AND
4 HUMAN SERVICES; U.S.
5 DEPARTMENT OF HEALTH AND
6 HUMAN SERVICES; SCOTT LLOYD,
7 DIRECTOR OF THE OFFICE OF
8 REFUGEE RESETTLEMENT; OFFICE
9 OF REFUGEE RESETTLEMENT;
10 DAVID MARIN, LOS ANGELES FIELD
11 OFFICE DIRECTOR, U.S.
12 IMMIGRATION AND CUSTOMS
ENFORCEMENT; LISA VON
NORDHEIM, WARDEN, JAMES A.
MUSICK FACILITY; MARC J. MOORE,
SEATTLE FIELD OFFICE DIRECTOR,
U.S. IMMIGRATION AND CUSTOMS
ENFORCEMENT; LOWELL CLARK,
WARDEN, TACOMA NORTHWEST
DETENTION CENTER,

Defendants.

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16 *Admitted pro hac vice

17 ** Institution listed for identification purposes only
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EXPERT DECLARATION OF MARLEEN WONG

I, MARLEEN WONG, declare as follows:

1. I am Senior Vice Dean, the David Stein/Violet Goldberg Sachs Endowed Professor of Mental Health, Director of Field Education, Executive Director of the USC Telehealth Clinic, Clinical Advisor, Family Nurse Practitioner Program and former Clinical Advisor to the Cohen Military Clinic.

2. As an endowed Professor at the Suzanne Dworak Peck School of Social Work at the University of Southern California, I have extensive experience in studying and developing programs that treat the effects of trauma in children. Many of the programs I have studied and developed have been applied in schools to significantly improve the educations obtained by traumatized children.

3. I received my Master of Social Work degree from the University of Southern California in 1971 and my doctorate from The Sanville Institute in 2005.

4. Earlier in my career, I served as Director of Mental Health, Crisis Intervention and Suicide Prevention at the Los Angeles Unified School District (LAUSD). I also served as Director of School Crisis and Intervention at the National Center for Child Traumatic Stress at the University of California Los Angeles (“UCLA”) David Geffen Medical Center.

5. During my time at LAUSD I directly participated in the conception and development of the Cognitive Behavioral Intervention for Trauma in Schools program, typically referred to as “CBITS.” CBITS is an evidence-based program using cognitive behavioral therapy techniques and skill-based group intervention to relieve symptoms of post-traumatic stress disorder, depression, and general anxiety among children traumatized by violence, bullying, abuse, poverty, and other common sources of trauma, such as homelessness and foster living. I am also one of the original developers of Psychological First Aid/Listen, Protect, Connect (“PFA/LPC”), which is a school-based universal prevention intervention program for teachers and school staff to use to support, rehabilitate, and educate children who have experienced

1 trauma. CBITS and PFA/LPC are two examples of evidence based and evidence
2 informed training, intervention, and treatment programs being successfully
3 implemented across the United States to remedy the debilitating effects of childhood
4 trauma.

5 6. Over the course of my career I have been repeatedly consulted by
6 government agencies to develop programs to treat trauma in children. For example, I
7 have been frequently consulted by the United States Department of Education to assist
8 schools impacted by violence, shootings, terrorism, and natural disasters. I have also
9 served on the Educational Directorate of the United States Department of Defense to
10 develop materials to support children of parents deployed to war zones such as Iraq
11 and Afghanistan. I also authored the United States Department of Justice's *COPS in*
12 *Schools* curriculum on mental health intervention and crisis recovery in schools. I
13 have advised teachers and school and government officials on the effects of
14 psychological trauma on children throughout the United States as well as Europe,
15 Asia, and Latin America.

16 7. I have also served on the Institute of Medicine's Board on Neuroscience
17 and Behavioral Health to develop approaches to remedying public health crises,
18 including childhood trauma. I continue to serve as Director and Principle Investigator
19 for the USC/LAUSD/RAND/UCLA Trauma Services Adaptation Center for
20 Resilience, Hope and Wellness in Schools, a community-based research partnership
21 and member of the National Child Traumatic Stress Network. In 2011, I was
22 appointed to the Substance Abuse and Mental Health Services Administration
23 (SAMHSA) National Advisory Council. I have previously served on the American
24 Psychological Association's Presidential Task Force on Post-Traumatic Stress
25 Disorder and Trauma in Children and Adolescents.

26 8. Over the past 30 years I have spoken and testified about issues relating to
27 childhood trauma across the country. For example, I spoke at the White House and in
28 national town hall meetings during the administrations of presidents Bill Clinton,

1 George W. Bush, and Barack Obama. Following the recent Newtown school shooting
2 tragedy, I was invited to White House meetings addressing ways to prepare schools to
3 better deal with traumatic emergencies.

4 9. I have received many honors and distinctions for my work on reducing
5 the negative impact of trauma on children. For example, I received the first Los
6 Angeles County Mental Health Commission's Personal Legacy Award; the Johnson &
7 Johnson and Rosalynn Carter Institute for Human Development Caregiver's Program
8 Award; the Los Angeles City Council and International Soroptomists Woman of
9 Distinction Award; the Los Angeles County Board of Supervisors and the Interagency
10 Council on Child Abuse and Neglect Special Service Award; and the George D.
11 Nickel Award for Outstanding Professional Services by a Social Worker from the
12 California Social Welfare Archives.

13 10. I have authored or co-authored over 50 publications relating to the mental
14 health and educational impacts of trauma, including those listed in my curriculum
15 vitae. Attached as Exhibit B to this Declaration is a list of publications I relied on in
16 preparing this Declaration. In addition to these publications, I relied on my extensive
17 personal knowledge acquired through over forty years of research and experience.

18 11. I was asked by Public Counsel and Sidley Austin to explain how trauma
19 affects children's development, the long-term consequences of trauma on children,
20 and the dangers of failing to provide high-quality, family-based interventions for
21 traumas such as those suffered by the children of the Plaintiffs in this case.

22 **Trauma Explained**

23 12. Trauma is the neurobiological stress response that occurs when a person
24 experiences or witnesses an event involving life-threatening circumstances or the
25 threat of serious injury that causes him or her to feel intense fear, helplessness, or
26 horror. Complex trauma occurs when an individual experiences multiple, repeated or
27 prolonged exposure to trauma such that the body's stress response more permanently
28 impacts the development of the brain.

1 13. Common sources of trauma include: community violence; domestic
2 violence; physical, psychological, or sexual abuse; parental neglect; poverty, including
3 homelessness; racism and discrimination, and foster care or other transient living
4 situations. For example, the majority of children exposed to violence display
5 symptoms of psychological trauma.

6 **Unaddressed Trauma Has Debilitating Effects on Children's Development**

7 14. Studies have extensively documented the broad range of negative
8 sequelae of trauma exposure for youth, including post-traumatic stress disorder
9 (Berman et al. 1996; Fitzpatrick & Boldizar 1993), anxiety problems (Finkelhor 1995;
10 Osofsky et al. 1993), depressive symptoms (Jaycox et al. 2002; Kliever et al. 1998;
11 Overstreet 2000), dissociation (Putnam 1997), substance abuse, and aggressive and
12 delinquent behavior.

13 15. The majority of children exposed to violence display symptoms of PTSD
14 (Cuffe et al. 1998; Horowitz et al. 1995) and a substantial minority develop clinically
15 significant PTSD (Jaycox et al. 2002).

16 16. Following exposure to a traumatic event, some children are more likely to
17 develop PTSD than others. Youth who are at greater risk for developing PTSD
18 include youth who have experienced multiple traumatic events (Fitzpatrick & Boldizar
19 1993; Jaycox et al. 2002; Martinez & Richters 1993; Saigh & Bremner 1999; Singer et
20 al. 1995; Stein et al. 2003c; Stein et al. 2001), and youth who experience more severe
21 trauma or are more proximate to the event (Kataoka et al. 2012).

22 17. Exposure to chronic traumatic stressors in the developing years can cause
23 brain changes that affect memory and cognition, such as reducing a child's ability to
24 focus, organize, and process information (Van der Kolk 2003), or decreased IQ and
25 impaired school performance. (Delaney-Black et al. 2002; Grogger 1997; Hurt et al.
26 2001). Exposure to violence is also associated with behavioral changes, (Fitzpatrick
27 1993; Martinez & Richters 1993; Farrell & Bruce 1997; Ruchkin et al. 2007. Children
28

1 experiencing the symptoms of trauma often suffer from an inability to concentrate,
2 flashbacks or preoccupation with trauma.

3 18. Children and youth experiencing symptoms of traumatic stress exhibit
4 clusters of behaviors including (1) re-experiencing— flashbacks or preoccupation
5 with trauma or, for children, repetitive play or re-enacting the trauma in play, as well
6 as recurring distressing thoughts, feelings, or nightmares; (2) numbing and
7 avoidance—including avoidance of traumatic reminders or talking about trauma and
8 refraining from participating in activities previously enjoyed; and (3) hyperarousal—
9 such as irritability, anger, inability to concentrate, social agitation, and difficulty
10 sleeping (Kataoka et al. 2012). Likewise, chronic anxiety can disrupt children’s
11 ability to regulate emotional states, leading to hypervigilance, emotional numbing, and
12 inattentiveness.

13 19. The National Academies of Science, Engineering and Medicine report
14 that young children who are separated from their primary caregivers may potentially
15 suffer mental health disorders and other adverse outcomes over the course of their
16 lives (NASEM, 2016, p. 21-22)...most mental, emotional, and behavioral disorders
17 have their roots in childhood and adolescence (NRC and IOM, 2009, p. 1), and
18 childhood trauma has emerged as a strong risk factor for later suicidal behavior (IOM,
19 2002, p. 3).

20 20. The children who have been separated from parents may also have trauma
21 histories which add to the complexity of risk factors. They may have witnessed
22 domestic abuse or been subjected to the terror of civil unrest, war or crime in their
23 countries of origin. In the perilous journey across borders, physical abuse and sexual
24 assault of women and children have often been reported. In the process of arrest or in
25 the detention centers, young children may be witness to violence between adults and
26 other youths. Assessment for trauma and early intervention are indicated with health
27 education support for parents, teachers and others on how to support the healing
28 process once reunification has occurred.

1 21. It has been documented that children who are separated from parents and
2 detained in a low-support environment with insufficient supervision places them at
3 increased risk of PTSD, depressive disorders, physical and emotional abuse by
4 untrained adults and other detainees. (Matthew Hodes, "Psychopathology in refugee
5 and asylum seeking children," in Michael Rutter et al. (eds.), Rutter's Child and
6 Adolescent Psychiatry (Wiley-Blackwell, 2009).

7 22. The increasing number of adverse childhood experiences - sudden
8 parental separation of indeterminate length in conditions of inadequate attention to
9 safety, health care, supervision, clothing, nutrition, and movement to unknown
10 locations -are a potent list for disruption in normal development, childhood
11 depression, psychological and physical regression, anger, aggression, constant fear
12 and anxiety. The negative impact of parental separation on the cognitive and
13 emotional functioning of children can have lasting effects through childhood and
14 adolescence as well as into adulthood, and contribute to lower academic achievement,
15 attachment difficulties, and poor mental health. (Israel Bronstein and Paul
16 Montgomery, "Psychological distress in refugee children: a systematic review,"
17 Clinical Child and Family Psychology Review 14, no. 1 (2010)

18 **Forcible separation of families inflicts severe trauma**

19 23. Forcible separation of families inflicts severe trauma on children and
20 parents. The bond between caregiver and child is critical for the child's sense of
21 safety and well-being. When that bond is interrupted through a violent or forcible
22 separation, the child experiences severe neurobiological stress causing the child to feel
23 intense fear, helplessness, or horror. Such stress is particularly acute for children who
24 have experienced other traumas, such as witnessing violence, sexual abuse, or forced
25 detention, which are common experiences for migrant children fleeing violence and
26 persecution.

27 24. Prolonged exposure to such stress has a debilitating effect on children
28 even after the particular traumatic event is over. Children separated from their parents

1 exhibit the behaviors detailed above typical of children experiencing the symptoms of
2 traumatic stress. They can suffer anxiety, sleep disturbances, emotional changes such
3 as aggression, withdrawal, and fear. They also suffer difficulties in reasoning,
4 thinking, learning, and communication, and a decline in educational achievement.

5 25. Reunification with caregivers is the first necessary step in mitigating the
6 trauma these children experienced. However, reunification with caregivers is not
7 enough to mitigate the effects of the forced separation. It is essential to intervene and
8 treat the trauma as early as possible so that the child can function adaptively and feel
9 less consumed by the traumatic event. Effective psychosocial interventions can
10 mitigate the long-term effects of trauma exposures. Early intervention is effective in
11 reducing the negative effects of trauma on children's development. Without such
12 trauma treatment programs, the effect of the forcible separation on these children will
13 be debilitating and will cause them life-long harm.

14 26. Therapy needed to begin the healing process should ideally take place
15 outside the detention centers. Addressing and ameliorating the neglectful and
16 potentially harmful effects of separation can only take place when children have been
17 reunited with parents, not in the environment in which the harm, threat, fear and
18 failure of reunion continues to cause traumatic experiences.

19 27. I am experienced in designing trauma treatment programs and offer my
20 services to the court to ensure that these children receive the treatment they need.

21 28. I agree with Dean Luis H. Zayas that without appropriate treatment, "The
22 harm our government is now causing will take a lifetime to undo."
23

24 I declare under penalty of perjury under the laws of the United States of
25 America that the foregoing is true and correct.
26

27 Executed on July 10, 2018, in Los Angeles, California.
28

1 Marleen Wong, Ph.D.

2 Marleen Wong
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Exhibit A

Curriculum Vitae: Marleen Wong, Ph.D.

March 2018

NAME Wong, Marleen, Ph.D., LCSW University of Southern California 669 W. 34 th Street, MRF 224 Los Angeles, California 90089 213.740.0840 marleenw@usc.edu	POSITION TITLE: Senior Associate Dean, Stein/Sachs Endowed Professor of Mental Health/Director of Field Education/Executive Director USC Telehealth Clinic, Clinical Advisor, Nurse Practitioner Program, USC - University of Southern California, Suzanne Dworak Peck School of Social Work; PI and Director, USC Trauma Services Adaptation Center for Resilience in Schools communities, National Child Traumatic Stress Network/SAMHSA/US Dept. of HHS
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EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	YEAR	FIELD OF STUDY
California State University at Fresno, Fresno, CA	BA	1969	Social Welfare
University of Southern California, Los Angeles,	MSW	1971	Social Work
California Institute for Clinical Social Work/Sanville Institute, Berkeley, CA	PhD	2005	Clinical Social Work

LICENSURE:

California Board of Behavioral Sciences 1974 – Present Licensed Clinical Social Worker
LCSW #4604

CREDENTIALS:

University of Southern California	California Commission on Teacher Credentialing
“ “ “	1980 Pupil Personnel Services Credential
	1980 Health Services Credential
California Lutheran University	1998 Tier I, Preliminary Administrative Credential
LAUSD Administrative Academy	2001 Completed
California State University at Dominguez Hills	2004 Tier II Professional Administrative Credential

Positions and Employment

1971-1974	Outpatient Psychotherapist, Dept. of Adult Psychiatry, St. John's Hospital, Santa Monica, CA
1974-1994	Practitioner, Private Practice, Beverly Hills, CA
1979-1993	Psychiatric Social Worker, School Mental Health Programs, Los Angeles Unified School District (LAUSD)
1993-2001	Director of Mental Health, District Crisis Teams, and Suicide Prevention Programs, LAUSD
1999-2005	Trainer, Community Oriented Policing in Schools Program, US Dept of Justice
2001-2005	Director, School Crisis/Disaster Recovery, National Center for Child Traumatic Stress, UCLA Geffen Medical School and Duke University
2001-2008	Director, Crisis Counseling & Intervention Services and District Crisis Teams, LAUSD
2005-present	Director and PI, LAUSD Trauma Services Adaptation Center for Schools and Communities, National Child Traumatic Stress Initiative, SAMHSA
2008-2012	Assistant Dean, Clinical Professor and Director of Field Education, University of Southern California (USC), School of Social Work
2012-2015	Senior Associate Dean, Clinical Professor and Director of Field Education, University of Southern California (USC), School of Social Work
2016-present	Senior Vice Dean and Director of Field Education
2016-2017	Clinical Advisor, Cohen Military Clinic
2017-present	Executive Director, USC Telehealth Clinic
2017-present	David Stein/Violet Goldberg Sachs Endowed Professor of Mental Health201

2017 present Clinical Advisor, Family Nurse Practitioner Program

Current Professional, Academic, Community-related, and Scientific Member Affiliations

National Association of Social Workers -
Council for Social Work Education, National Council on Field Education
North American Network of Field Educators (NANFED)
California and Southern California Consortia of Field Directors
Society of Social Work Research
California Association of School Social Workers
National Center for School Crisis and Bereavement, Advisory Board
The Melissa Foundation, Scientific Board

Other Experience and National Activities

1994-2008	Member, US Dept. of Education, National Assessment and Crisis Response Response to multiple school shootings, including Thurston High School, Columbine High School, Red Lake, MN., Dover, TN, etc.,
1998	US Dept. of Education, Washington, D.C., Consultation with Secretary of Education Dr. Richard Riley to recommend changes in national school safety policy and programs
1998	National Town Hall Meetings convened by the Vice-President, San Francisco and Los Angeles, Invited Speaker on School Safety
1998	White House Conference on School Safety and Violence Prevention, Speaker
1999	White House Conference on Mental Health, Invited Participant
1999	Executive Office of the President, Office of National Drug Control Policy, Bi-National Drug Demand Reduction Conference, Tijuana, Mexico, Speaker
1999-2005	US Department of Justice, COPS in Schools Initiative - Author, Mental Health Curriculum; MH Trainer for 9,000 law enforcement officers across the United States and US Territories
2000	American Academy of Pediatrics National Expert Panel, Injury Prevention
2000	U.S. Surgeon General's Conference on Children's Mental Health, Washington, D.C., Invited Participant
2000	US Surgeon General's Work Group on Eliminating Stigma, Invited Member
2001	Consultant- U.S. Dept. of Education, NY Board of Education Schools – Developing School District Recovery Post 9/11
2001	Friends of Los Angeles School Mental Health Organization – Annual Crisis Team Award Established in Honor of Marleen Wong
2002	Homeland Security/Dept of Justice – Development of School Safety and Anti-Terrorism Preparedness – “National Expert” Speaker on DVD Production “What If?”
2002	Webcast/Weblink: Conference Sponsored by the US Dept of Education, the Harvard School of Public Health, The Prevention Institute, Inc., and the Education Development Center, Inc. “Integrating MH into School Crisis and Disaster Recovery Plans: The 3Rs to Dealing with Trauma in Schools: Readiness, Response and Recovery”
2002-2003	Consultant – Educational Opportunities Directorate, Dept. of Defense/Pentagon Development of DoD website materials and Educator Guides for children of deployed military personnel
2002-2005	Member, Institute of Medicine, Board on Neuroscience and Behavioral Health
2002-2003	Member, Institute of Medicine, Work Committee on the development of the publication: “Responding to the Psychological Consequences of Terrorism” (2003)
2003-2007	Robert Wood Johnson Clinical Scholars Program, UCLA Geffen School of Medicine Co-Chair, Program Policy Advisory Committee Co-Chair, Community Advisory Committee Member, Research Advisory Committee

2004-2008 Consultant/Trainer – U.S. Dept. of Education, Development of the Curriculum and National Training Program - Emergency Response and Crisis Management Initiative/Readiness and Emergency Management in Schools

2005 US Dept. of Education Webcast/Weblink: The Process of Recovery in Schools after Crises and Disasters

2005 White House Conference on Helping America's Youth, Washington, DC, Invited Participant

2005 Columbia University, Member, Working Group on Children as Intended Targets of Terrorism, National Center for Disaster Preparedness, New York, New York

2005 Consultant to state superintendents of education and affected schools, US Dept. of Education, Travel through Texas, MS, Alabama and Louisiana Schools

Enrolling Students Evacuated from Hurricane Katrina

2005 SAMHSA Webcast – Effects of Disasters on Children in Schools

2005 Consultant, State of Louisiana Department of Education, Crisis Response and Recovery Post-Hurricanes Katrina and Rita

2005 UCLA/RAND NIMH Quality Forum, Member of the Planning Council for Intermediate and Long-Term MH Outreach and Support Services for Victims of Hurricane Katrina

2005 White House Conference on Helping America's Youth, Washington, DC Howard University

2005 NIMH Outreach Partnership Program, Annual Meeting, Invited Presentation: Evidenced based School Practices for Children and Trauma

2006 Consultant, Bailey Colorado, School Shooting

2006 Invited Speaker, SAMHSA Spirit of Recovery Conference, New Orleans – “Children and Trauma”

2006 SAMHSA webcast/weblink – “Children and Trauma: Helping Schools Recovery from Disaster”

2006 Invited Speaker - National Center for Children in Poverty – Forum, Columbia University, New York - Strengthening Federal, Tribal, State and Local Policies to Support Children, Youth and Families Who Experience Trauma, “Evidence Based Trauma Treatments in Schools”

2006 White House Conference on School Safety Speaker on Panel with President George W. Bush: Working Together To Make Our Schools Safe/Lessons Learned and Speaker on Panel with US Secretary of Education Dr. Margaret Spellings and Attorney General Alberto Gonzalez: The Short- And Long-Term Needs Of Schools and Communities Following Traumatic Events

2006 Center for School Mental Health Analysis and Action, Baltimore, MD – Presentation “Cognitive Behavioral Intervention for Trauma in Schools - CBITS in Baltimore and Los Angeles: An Evidence Based Trauma Intervention for Culturally and Linguistically Diverse Students”

2006 Consultant, Murder of Student, School in the Golan Heights, Israel; Meeting with National School Officials, Ministry of Education, Jerusalem

2007 Outstanding Alumna, “Top Dog” Madden Library Nominee, California State University at Fresno

2008 White House Conference on Helping America's Youth, Portland, Oregon

2008 Trained over 100 School Psychologists from Dept. of Defense Dependents Schools (DoDDS) from around the world, Washington, DC

2008 Consultation - Threat Assessment and Crisis Recovery, DoDDS Europe - Executive Leadership, Wiesbaden, Germany

2008 Moderator on Mental Health and Education Policy Research Panel – Issues and Future Directions, MacArthur Foundation “Fundamental Policy” Conference, Spotlight on Mental Health Washington, DC

2008 Member, Presidential Task Force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents, American Psychological Association's (APA)

2008 Trained 100 Elementary and Middle School Counselors from DoDDESS schools across the US Atlanta Georgia

2008 Provided response and training to medical, psychiatric and volunteer workers in Sichuan Province, China after the Great Sichuan Earthquake

2008 Co-Author of Psychological First Aid: Listen, Protect, Connect – a population based strategy for disaster response and recovery – Guidance materials added to 3 websites: US Dept of Homeland Security, US Dept of Education and the California Department of Mental Health, Disasters Response and Recovery

- 2009 Traveled around the world to meet with administrators in DoDEA Schools in Asia, Europe, and the US – Trained principals, counselors, school psychologists in trauma prevention and early interventions and school threat assessment protocols
- 2009 Returned to Sichuan Province to continue training to medical, psychiatric and volunteer workers after the Great Sichuan Earthquake
- 2009 Provided consultation to Chinese researchers at South China Normal University in Guangzhou, China in the development of their studies on the psychological trauma of child and adult survivors of the Sichuan EQ
- 2009 Appointed to the Education Subcommittee of the National Commission on Children and Disasters
- 2009 Appointed as a Subject Matter Expert (SME) in the area of at-risk populations by the Disaster Mental Health (DMH) Subcommittee of the National Biodefense Science Board (NBSB), a federal advisory committee mandated by the Pandemic and All-Hazards Preparedness Act (Section 402, P.L. 109-417) and tasked with providing expert advice and guidance to the Secretary of the U.S. Department of Health and Human Services on scientific, technical, and other matters of special interest to the Department regarding current and future chemical, biological, nuclear, and radiological agents, whether naturally occurring, accidental, or deliberate
- 2010 Invited speaker at the 15th Anniversary of the Great Hanshin Earthquake – International Symposium, Kobe, Japan
- 2010 Appointed to workgroup to establish criteria for Military Social Work practice for the Council on Social Work Education
- 2010 US Department of Education, Trainer for the Readiness and Emergency Management Grant on Child Bereavement and Trauma in Schools
- 2010 Consultant, US Department of Education, on BP Oil Spill – Meeting with state education leaders from Alabama, Florida, Louisiana and Mississippi to assess student and faculty needs and assist with creating a mental health recovery program in schools
- 2010 Panelist in SAMHSA sponsored Women and Health event at CBS Television City in Los Angeles with over 17 screenwriters and studio executives. Focus on women’s health and child trauma issues to inform accurate depictions in screenwriting, television and film production
- 2010 Expanded USC School of Social Work Responsibilities as Assistant Dean for Field Education in 4 Academic Centers located at the University Park Campus, San Diego, Orange County, West Los Angeles and the first top 10 “Virtual Academic Center” – distance education MSW program now available in over 40 states in the US and Canada.
- 2010 CSWE Presentation on Integrating Trauma in the Curriculum with Virginia Strand, Ph.D., Professor at Fordham University School of Social Service, Robert Abramovitz, M.D., Professor at Hunter College School of Social Work and Christopher Layne, Ph.D., Program Director of Treatment and Intervention Development, UCLA/Duke National Center for Child Traumatic Stress
- 2011 Consultant, US Department of Education on Deep Water Horizon Spill - Meeting with state education leaders from Alabama, Florida, Louisiana and Mississippi to assist with creating a mental health recovery program on Caregiver/Compassion Fatigue in schools
- 2011 USAid/US State Department Conference – International Disaster Response and Recovery In China and Japan”
- 2011 Webinar, National Child Traumatic Stress Network, Developing a School Based Recovery Program in the Aftermath of 9/11”
- 2011 Invited Panelist, Psychological First Aid for Schools, USC Global Conference, Hong Kong PRC
- 2011 Invited Speaker, Vancouver School District “Impact of Violence Exposure and Psychological Trauma in Schools”, Vancouver, Canada
- 2011 Keynote Speaker – “Trauma Leaves Children Behind”, National School Mental Health Conference, Charleston, South Carolina
- 2011 Appointed Member, National Advisory Council, Substance Abuse and Mental Health Services Administration, US Dept. of Health and Human Services
- 2012 Consultant/Invited Speaker - National Mental Support Center for School Crisis, Osaka Kyoiku (Education) University, Osaka Japan

2012 Roundtable on Social Work and Science, National Academy of Social Work
2012 Keynote Speaker – A Brief History of Childhood Traumatic Stress/Workshops on Secondary Trauma and Psychological first Aid, Kentucky Behavioral Conference
2012 US Dept. of Justice, Defending Childhood Initiative/Expert Work Group
2012 US Dept. of Justice, Defending Childhood Initiative/Speaker on Children Exposed to Violence Webinar
2012 US Dept. of Education, Consultant, Curriculum Developer and Trainer on Secondary Trauma Among K-12 educators
2012 US Dept. of Education, Webinar Trainer on Secondary Trauma
2012 Beijing, Chengdu, Chongqing, Hong Kong, People’s Republic of China/Taipei, Kaoshung, Taiwan
Multiple dates/consultation on the development of social work MSW programs at various Chinese and Taiwanese universities
2012-13 Multiple on ground consultations on Recovery Process, Sandy Hook Elementary School, Newton CT
2013 Speaker at Confidential CT State Security Summit on Newtown CT
2013 Invited testimony/CT Governor Malloy’s Commission on Sandy Hook, Hartford CT.
2013 Invited testimony/White House Meeting on Emergency Management, Washington, DC
2013/16 Appointed Member, University of Montana, Native American Trauma Healing Council
2013/16 Scientific Advisory Board Member, The Melissa Institute for Violence Prevention, Miami Florida
2013-16 Advisory Board Member, The National Center for School Crisis and Bereavement, USC
2013 Speaker at Confidential CT State Security Summit on Newtown CT massacre
2013/14 Invited testimony/Governor Malloy’s Commission on Sandy Hook, Hartford CT.
Child Trauma After Violent School Attacks/Long Term Strategies for School Recovery After Violent School Attacks
2013 Invited Speaker/White House Summit on Emergency Management after the Sandy Hook Tragedy, Washington, DC
2013 Invited Commentary- Archives of the Oklahoma City Memorial – Disaster Response and Recovery after the Bombing of the Murrah Federal Building, Oklahoma City, Oklahoma
2014 Invited Testimony as a scheduled subject matter expert witness to the US Attorney General’s Advisory Committee on Indian/Alaska Native Children Exposed to Violence.
2015 Invited Speaker, White House Summit on Rethinking Discipline, Washington, DC
2016 Invited Testimony to The Assistant Secretary for Planning and Evaluation (ASPE), the principal advisor to the Secretary of the U.S. Department of Health and Human Services on policy development/responsible for major activities in policy coordination, legislation development, strategic planning, policy research, evaluation, and economic analysis.
Invited recommendations for funding formulas and policy development for behavioral health in K-12 schools.
2016 Consultation with survivors of San Bernardino Terrorist Attack
2017 Consultation with the Clark County School District on behalf of the survivors of the Las Vegas Concert Massacre
2018 Kaiser Grand Rounds – Santa Rosa California, Response and Recovery after Wildfires
2018 SAMHSA Subject Matter Expert Meeting – Developing Trauma Informed Schools
2018 Planning Committee of the National Center for Child Traumatic Stress (NCCTS) to serve as an Expert Panelist in preparation for the [National Child Traumatic Stress Network \(NCTSN\)](#) *Supporting Trauma-Informed Schools to Keep Students in the Classroom* Breakthrough Series Collaborative Duke University, Durham, North Carolina.
2018 Training for the South Korean National School Mental Health Center on Developing Trauma Informed Schools
2018 Subject Matter Expert Panel on Creating, Supporting and Sustaining Trauma-Informed Schools: A Systems Framework/Integrating SEL with Trauma Informed Approaches

Honors

1998 The Jules Levine Outstanding Field Instructor Award, Amigos de la Humanidad, University of Southern California

1998	Southern California Psychiatric Society, Outstanding Individual Contribution to the Field of Mental Health
1998	County of Los Angeles, Commendation for Outstanding Service to the People of the County of Los Angeles
1999	Asian Pacific Coastal (APAC) Mental Health Service Outstanding Contributions to the Asian Pacific Community
1999	Superintendent's Commendation for Special Contributions to the Students of the Los Angeles Unified School District
2000	Los Angeles County Mental Health Commission, Year 2000 Inaugural Personal Legacy Award For Accomplishments in the Fields of Education and Mental Health
2001	National Education Association, National Delegate Assembly "The Power of Community Heroes"
2001	Rosalynn Carter Caregiver's Program Award
2003	Woman of Distinction Award, County of Los Angeles
2003	International Soroptomists Award for Women of Distinction
2007	Los Angeles County Board of Supervisors Commendation
2007	InterAgency Council on Child Abuse and Neglect Commendation
2008	Distinguished Visiting Professor, University of Iowa, College of Public Health
2010	Evis Coda Award for Outstanding Contributions to the Field of Child Mental Health, Los Angeles Child Guidance Clinic
2012	Jean Sanville Award
2012	Asian Pacific Islander Social Work Caucus, Service Visionary Award
2012	USC School of Social Work, Dean's Award for Creativity and Leadership
2013	George W. Nickel Award for Outstanding Contributions to Social Welfare, Social Welfare Archives
2017	David Stein/Violet Goldberg Sachs Endowed Professor of Mental Health
2018	Blue Ribbon Panel on School Safety, City Attorney of Los Angeles

Selected peer-reviewed publications (in chronological order).

1. Wong M. Earthquake and Safe Schools Training. Federal Emergency Management Agency (FEMA) Compendium of Exemplary Programs.
2. Wong M. Mental Health Interventions. In Cops in Schools Curriculum. US Department of Justice. 1999.
3. Wong M. Critical Incident Stress Debriefing in Schools, the Sanford Model. National School Safety Center Update. 2000.
4. Wong M. When the Unthinkable Happens. American School Board Journal. 2001
5. Wong M. Jane's School Safety Handbook. London: Jane's Information Group. 2002.
6. Wong M. Jane's Safe School's Planning Guide. London: Jane's Information Group. 2004
7. Wong M. Jane's Teacher's Safety Guide. London: Jane's Information Group. 2004
8. Stein BD, Kataoka S, Jaycox L, Wong M, Fink Arlene, Escudero P, Zaragoza C. Theoretical Basis and Program Design of a School Based Mental Health Intervention for Traumatized Immigrant Children: A Collaborative Research Model. *J Behav Health Serv Research*. 2002;29:318-326.
9. Jaycox L, Stein BD, Kataoka S, Wong M, Fink A, Escudero P, Zaragoza C. Violence exposure, PTSD, and depressive symptoms among recent immigrant school children. *J Am Acad Child Adolesc Psychiatry*, 2002;41:1104-1110.
10. Kataoka S, Stein BD, Jaycox L, Wong M, Escudero P, Tu W, Zaragoza C, Fink A. A School-Based Mental Health Program for Traumatized Latino Immigrant Children. *J Am Acad Child Adolesc Psychiatry*, 2003;42:311-318.
11. Stein BD, Jaycox L, Kataoka S, Wong M, Tu W, Elliott M, Fink A. A Mental Health Intervention for Schoolchildren Exposed to Violence: A Randomized Controlled Trial. *JAMA*, 2003;290:603-611.
12. Kataoka S, Stein BD, Lieberman R, Wong M. Suicide Prevention in Schools: Are We Reaching Minority Youths? *Psychiatric Services*, 2003;54:1444.
13. Stein BD, Kataoka S, Jaycox L, Steiger EM, Wong M, Fink A, Escudero P, Zaragoza C.

- The Mental Health for Immigrants Project: Program Design and Participatory Research in the Real World," In M.D. Weist, S. W. Evans, N.A. Lever (Eds.), *Handbook of School Mental Health Advancing Practice and Research*. Kluwer Academic/Plenum Publishers, New York, New York. 2003; 179-190.
14. Wong M, Stein BD, Kataoka S, Steiger EM, Fink A. A Guide for Intermediate and Long-Term Mental Health Services after School-Related Violent Events. SAMHSA Website.
 15. Dean KL, Stein BD, Jaycox L, Kataoka SH, Wong M. Acceptability of Asking Parents About Their Children's Traumatic Symptoms, *Psychiatr Ser*. 2004;55:866.
 16. Wong M. Commentary: Building Partnerships Between Schools and Academic Partners to Achieve a Health Research Agenda. *Ethnicity and Disease*. 2005;16:89-97.
 17. Jaycox LH, Kataoka SH, Stein BD, Wong M, Langley A. Responding to the Needs of the Community: A Stepped Care Approach to Implementing Trauma-Focused Interventions in Schools. *Emotional and Behavioral Disorders in Youth*. 2005;5:85-88.
 18. Wong, M. Commentary: Building partnerships between schools and academic partners to achieve a health-related research agenda. *Ethn Dis*. 2006;16:S149-153.
 19. Wong M, Rosemond M, Stein BD, Langley AK, Kataoka S, Nadeem E. School-based intervention for adolescents exposed to violence. *The Prevention Researcher*. 2007;14:17-20.
 20. Young BH, Ruzek JI, Wong M, Salzer M, Naturale A. Disaster mental health training: Guidelines, considerations, and recommendations. In E.C. Ritchie, P.J. Watson, & M.J. Friedman (Eds.), *Interventions following mass violence and disasters*, New York: Guilford Press. 2006; 54-79.
 21. Dean, K., Langley, A., Kataoka, S., Jaycox, L. H., Wong, M. & Stein, B.D. (2008). School-based disaster mental health services: Clinical, policy, and community challenges. *Professional Psychology: Research and Practice*, 39(1), 51-57
 22. Wong, M. (2009). Interventions to reduce psychological harm from traumatic events among children and adolescents, a commentary on the application of findings to the real world of schools, *American Journal of Preventive Medicine*, 35(4), 398-400
 23. Stein, B. D., Jaycox, L. H., Langley, A., Kataoka, S. H., Wilkins, W. S., & Wong, M. (2007). Active parental consent for a school-based community violence screening: comparing distribution methods. *Journal of School Health*, 77(3), 116-120
 24. Kataoka, S.H., Langley, A Stein, B.D., Jaycox, L, Zhang, L, Sanchez, N, Wong, M (2009). Violence exposure and PTSD: The role of English language Fluency in Latino children. *Journal of Child and Family Studies* 18, 334-341.
 - 25 Jaycox L.H, Langley A.K., Stein B.D., Wong, M., Sharma, P., Scott, M., Schonlau, M. (2009). Support for Students Exposed to Trauma: A pilot study. *School Mental Health*, 1(2), 49-60.
 - 26 Kataoka, S., Nadeem, E., Wong, M., Langley, A., Jaycox, L., Stein, B. & Young, P. (2009) Improving disaster mental health care in schools: a community-partnered approach. *Am J of Prev Med*; 37(6S1): 225-229.
 - 27 Kataoka, S.H., Langley, A Stein, B.D., Jaycox, L, Zhang, L, Sanchez, N, Wong, M (2009). Violence exposure and PTSD: The role of English language Fluency in Latino children. *Journal of Child and Family Studies* 18, 334-341.
 - 28 Jaycox L.H, Langley A.K., Stein B.D., Wong, M., Sharma, P., Scott, M., Schonlau, M. (2009). Support for Students Exposed to Trauma: A pilot study. *School Mental Health*, 1(2), 49-60.
 - 29 Dean, K., Langley, A., Kataoka, S., Jaycox, L. H., Wong, M. & Stein, B.D., (2009) School-Based Disaster Mental Health Services: Clinical, Policy, and Community Challenges. *Professional Psychology: Research and Practice*.
 - 29 Stein, B.D., Kataoka, S.H., Hamilton, A.B., Schultz, D., Ryan, G., Vona, P., Wong, M. (2010) School Personnel Perspectives on their School's Implementation of a School-Based Suicide Prevention Program. *The Journal of Behavioral Health Services & Research* 37:3 (July 2010) 338-349.
 - 30 Kataoka S, Jaycox LH, Wong M, Nadeem E, Langley A, Tang L, Stein BD. Effects on school outcomes in low-income minority youth: preliminary findings from a community-partnered study of a school trauma intervention. *Ethnicity & Disease*, 2011; (Supp 21); 71-77.
 - 31 Kataoka S, Langley AK, Wong M, Baweja S, Stein BD. (2011) Responding to students with Posttraumatic Stress Disorder in Schools. *Child and Adolescent Psychiatric Clinics of North America*, 21(1) 119-133.
 - 32 Jaycox, L.H., Kataoka, S.H., Stein, B.D., Langley, A.K., Wong, M. (2012). Cognitive Behavioral Intervention for Trauma in Schools. *Journal of Applied School Psychology*; 28(3): 239-255.

33. Wong M, Nadeem, E. Responding to the challenges of Preadolescence. In R.C. Talley, R.J.V. Montgomery (Eds.), *Caregiving Across the Lifespan: Research, Practice, and Policy*. New York:Springer Press. 2013; 47-59.
34. Ramirez, M, Wu, Y, Kataoka, S, Wong, M, Yang, Jingzhen, Peek-Asa, Corinne, Stein, B (2012) Youth Violence across Multiple Dimensions: A Study of Violence, Absenteeism, and Suspensions Among Middle School Children *Journal of Pediatrics*, 2012;161:542-
35. Jaycox, L. H., Langley, A. K., Stein, B.D., Kataoka, S. H. & Wong, M. (2014). Early intervention for abused children in the school setting. In: Reece, R. M., Hanson, R. F. & Sargent, J. (Eds). Treatment of Child Abuse: Common Ground for Mental Health, Medical and Legal Practitioners, 2nd Edition. Baltimore, MD: Johns Hopkins University Press.
36. Jaycox, L.H., Stein, B.D. & Wong, M. (2014). School intervention related to school and community violence. *Child and Adolescent Clinics of North America*, 23: 281-293.
37. Nadeem, E., Jaycox, L. H., Langley, A. K., Wong, M., Kataoka, S. H., & Stein, B. D. (2014). Effects of Trauma on Students: Early Intervention Through the Cognitive Behavioral Intervention for Trauma in Schools. In *Handbook of School Mental Health* (pp. 145-157). Springer US.
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39. Hydon, S., Wong, M., Langley, A. K., Stein, B. D., & Kataoka, S. H. (2014). Preventing Secondary Traumatic Stress in Educators. *Child and Adolescent Psychiatric Clinics of North America*.
- 40 Vona P, Jaycox LH, Kataoka SH, Stein BD, Wong M. (2017) Supporting Students Following School Responses to Crises: From the Acute Aftermath through Recovery: In: Beidas RS eds. *School Mental Health for Adolescents*. Oxford University Press. New York, NY
- 41 Grolnick WS, Schonfeld DJ, Schreiber M, Cohen J, Cole V, Jaycox L, Lochman J, Pfefferbaum B, Ruggiero K, Wells K, Wong M. (2018) Improving adjustment and resilience in children following a disaster: Addressing research challenges. *American Psychologist*.
- 42 Wong M, Vona P. Hydon S. (in press) Child Traumatic Stress, PTSD and Depression – Effects on Classroom Learning and Behavior. In Raines JC eds. *Evidence-based Practice in School Mental Health: Addressing DSM-5 Disorders in Schools*. Oxford University Press. New York, NY
- 43 Vona P, DeRosier M, Wong M, Stein BD. (under review). Factors associated with use of a web-based platform that supports training and implementation of an evidence-based school intervention for trauma. *Social Work Journal*

Ongoing Research Support

1) U79 SM061270-01 Wong (PI) 9/30/16-9/29/21

SAMHSA/National Child Traumatic Stress Network \$3 M

USC Trauma Services Adaptation Center for Resilience, Hope and Wellness in Schools and Communities This Trauma Services Adaptation (TSA) center is the only school-based site in the National Child Traumatic Stress Network. The TSA provide national leadership to 1) assist NCTSN sites to develop, implement, evaluate, and disseminate trauma-informed services for schools, 2) develop the spectrum of school based trauma informed resilience and early interventions for K-12 students in public schools, particularly those serving children of military personnel, 3) build and enhance child trauma curriculum in schools of social work 4) expand training from agency sites to graduate students of social work, clinical psychology and child psychiatry as part of a pre-service workforce development initiative 5) create a web-based training site for providers wishing to implement the Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Previous Research Support

1) Director, LA SBIRT Regional Network, Wong (USC Co-PI) 10/1/13-9/30/16 SAMHSA
PI Dr. Timothy Fong UCLA Geffen School of Medicine

Funded by a three year SAMHSA grant, the Los Angeles SBIRT Network develops, implements, and evaluates SBIRT training for students from UCLA medical residencies, nursing, USC social work and school counseling throughout the Los Angeles area. After SBIRT training, students implement SBIRT practices during their

internships, which will lay the foundation for them to incorporate SBIRT into their practice. SBIRT trainings are conducted through online training modules and through in-person SBIRT training events held by the Los Angeles SBIRT Training Team. Skills learned in training include learning how to use evidence-based screening tools, brief behavioral interventions, preparing patients for referrals and linking patients quickly and reliably into treatment. Students trained in SBIRT practices will be able to participate in the Los Angeles SBIRT Learning Community, a network of expert addiction treatment professionals, school administrators, healthcare professionals and community advocates. An Annual Los Angeles SBIRT Summit, a multidisciplinary conference will be held for the purpose of bringing the latest research to enhance the knowledge, skills and practice of providers.

2) DoDEA Wong (USC Co-PI) 6/14/10-8/31/14
DoDEA contract number HE1254-10-1-004/Subaward from Fallbrook Union Elementary School District \$7.6M

Building Capacity to Create Highly Supportive Military-Connected School Districts: The Integration of Local School Data, Community Supports, Evidence-based Programs, and Empowerment Strategies is based on a model implemented successfully throughout Israel. The \$7.6M DoDEA initiative is a partnership between eight military-connected districts and the University of Southern California (USC). It will identify and provide appropriate supports for military students by (1) creating a clearinghouse of evidence-based best practices (EBP), (2) helping stakeholders select the most appropriate EPBs, and (3) assisting the districts in their implementation. Support to military students and their families includes 72,000 contact hours from a cadre of 30 Master of Social Work interns and their mentors. USC has augmented the California Healthy Kids Survey with a Military Module that will be disseminated throughout California.

Exhibit B

List of Works Consulted

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Van der Kolk BA. The neurobiology of childhood trauma and abuse. Child Adolesc Psychiatr Clin N Am 2003;12:293-317.